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ABSTRACT

A study was conducted to determine whether the interests of seventh grade students were reflected in the content of the basal stories used in the classroom. Subjects were 48 seventh graders enrolled in developmental reading in an upper middle-class socioeconomic region of New Jersey. On a questionnaire, students were asked to select from a list of fiction and nonfiction stories their first, second, and third choices of stories they like to read. The questionnaires were tallied and categories of student reading interests were determined. Stories in the basal readers--the Scott Foresman "Sense" (1981) and the Harcourt Brace Jovanovich "Exploring Paths" (1979)--were individually analyzed and story content was categorized into areas of interest. The number of each type of story was recorded. A comparison and correlation were made between the questionnaires and what was found to be the story content of the basals. Results indicated that the most frequently chosen stories of seventh grade students do not coincide with those that most frequently occurred in the basals used. (A review of related research, a bibliography of references, and a copy of the questionnaire are appended.) (EL)

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Are the Individual Interests of Seventh Grade Students reflected in the Content of the Basal Readers used in the classroom.

BY

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Submitted in Partial Fulfillment of the requirements of the Masters of Arts Degree in Reading Specialization

Kean College of New Jersey
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ABSTRACT

The purpose of this study was to analyze Exploring Paths, Harcourt Brace Jovanovich, 1979 and Sense, Scott Foresman, 1981 two basals, and compare the story content with the interests of seventh grade students. An interest inventory was taken of the students' interests and a careful examination and categorization of basal stories was performed. Results indicated that the most frequently chosen stories of seventh grade students do not coincide with those that most frequently occurred in the basals used.

Acknowledgements

To tumultuous times turned tranquil.

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A large quantity of research has been done with younger samples of children on a variety of topics. Much has been done with recreational reading interests as opposed to the general interests of seventh graders. Various basal readers have been analyzed to determine the degree of match between the interests of children and the topics included in the basal readers.

One study was done, for example by Margery Bernstein wherein sixth grade students' reading comprehension was measured after reading high-interest material and material that was not of high interest, to see if a relationship existed. It was found that after reading high-interest material, questions were answered in a fuller and more comprehensive manner. Students were more actively involved as they read high-interest stories.

Meisel and Glass (1970) attempted to discover if basal readers contain stories of interest to children. They found that the preferences expressed by the pupils did not match well with the interest areas in the basal texts. Only four out of the ten most popular areas were found to be in the basal.

Ford and Koplyay (1968) noted "striking decrepancies" between children's preferences and what they get in school readers.

Reading materials with a high level of interest can help to build favorable reading attitudes. Roy Newton (1960) noted that the long-term goals of all reading instruction is to create independent readers who are able to continue on their own after formal schooling has been completed. This reading must be of high enough quantity, both in the nature of the material and the level of comprehension of it to be stimulating and rapid enough to be functional.

HYPOTHESIS

It is hypothesized that the individual interests of seventh grade students are not the same as the topics found in classroom basal readers.

DEFINITIONS

Interests - feelings of desire for, being attracted or a concern about something. (Bush and Andrews, 1973)

Basal Readers - The basal readers referred to in this study were the Harcourt Brace Jovanovich Exploring Paths, 1979 and the Scott Foresman, Sense, 1981.

Seventh Grade Students - In this study, the seventh grade students were three classes of seventh graders enrolled in developmental reading in an upper-middleclass socioeconomic region of New Jersey.

ASSUMPTIONS AND LIMITATIONS

It is assumed that all students answered the questionnaire honestly. Using a small group of seventh graders, it is also assumed that the study would reflect interests for the general population of adolescents of this age group.

This research is limited to an upper middleclass socioeconomic status.

PROCEDURES

This study was conducted to decide whether or not the interests of seventh grade students were reflected in the content of the basal stories used in the classroom.

The research was done at an upper-middle class regional junior high school. Three classes of seventh grade developmental reading students were used to gather the information. A total of forty eight students were surveyed.

A questionnaire was distributed to students. Students were asked to select a first, second and third choice of favorite stories they like to read. Categories included stories of both fiction and non-fiction. Students made their choices considering the overall list. No further instructions were given beyond what was asked for on the survey. Students were told that the researcher wanted to acquire knowledge regarding their reading interests. The

questionnaires were tallied. Categories of students reading interests were determined.

The basal readers, specifically Scott Foresman, Sense, 1981 and Harcourt Brace Jovanovich, Exploring Patns, 1979, were individually analyzed and story content was categorized into areas of interest. The number of each type of story was recorded.

A comparison and correlation was made between the questionnaires and what was found to be the story content of the basals.

RESULTS

A compilation of the results is shown in Table I and Table II. Table I indicates the interest of the students in their selection of reading categories most preferred. The first choice was Adventure, second was Teenage Situations, third was Sports, fourth was Animals, fifth was Mystery and Detective and sixth was Science and Nature.

TABLE I
A Ranking Order of Students' Reading Interests

Story Type	Points
Adventure	86
Teenage Situations	74
Sports	58
Animals	47
Mystery-detective	39
Science and Nature	29

A point system was created to establish a rank order for the students' choices. Non-fictional and fictional categories were combined. The total of choices in first place was multiplied by four. Second place choices were multiplied by three and third place was multiplied by two. The points were tallied and a rank order was established.

Table II shows categories of stories and the frequency of them as found in the seventh grade basal readers. Stories from Sense and Exploring Paths were combined. A rank order was established with the types of stories most frequently occurring decsending to the sixth place of frequency. The frequency number indicates how often a story in that category occurred in a combined tally of the basals. In their order of frequency, the basals showed Poetry to be number one, then Science and Nature, Biography, Animal, Family Situations, and tied for sixth place was Mystery and Detective and Adventure.

Table II
A Combined Ranking Order of Basals
Scott Foresman, Sense and Harcourt Brace Jovanovich
Exploring Paths

Story Type	Frequency
Poetry	16
Science and Nature	11
Biography	9
Animal	4
Family Situations	6
Mystery-detective	5
Adventure	5

CONCLUSIONS AND IMPLICATIONS

The results of this study revealed that the first three choices of the students were not the choices that most frequently occurred as the three top ranking stories in the basals. The fourth place choice of the students was Animals and Animals was fourth in the ranking order of the basal stories. Another close match was that of Mystery-detective stories. The students chose it as their fifth choice. The basals showed its frequency as sixth place.

While Science and Nature was the students' sixth choice, the combined basals offered only eleven stories in that category. The students' third choice was Sports. The combined basals offered a total of four stories in Sports. While Teenage Situations was the second choice for the students, the basals contained a total of five stories in that category.

The students' least favorite choice was Poetry which ranked first in the basals. There were no Romantic stories in the basals, and the students ranked stories in the Romantic category seventh.

It can be concluded from the results of this study that the most frequently chosen stories of seventh grade students do not directly coincide with those that most frequently occurred in the basals used: Sense and Exploring Paths.

The results suggest that publishers should take a closer look at students' interests when compiling basals used for seventh grade classroom instruction if interest is to be considered as a major factor in enhancing reading for enjoyment.

RELATED RESEARCH

The ultimate motivation to reading is interest. It is the foundation of what is about to be learned and determines the degree of impact it will have on the learner. Dr. Virgil M. Howes stressed the importance of interest as a key component in successful learning. He stated that teachers who identify, use, stimulate, cultivate, and protect interest act best to thoroughly enforce learning.

A large quantity of research has been done with younger samples of children on a variety of topics. Much has been done with recreational reading interests as opposed to the general interests of seventh graders. Various basal readers have been analyzed to determine the degree of match between the interest of children and the topics included in the basal readers.

STUDIES OF READING INTEREST

In a study of 3400 children in grades 1 - 8, in Evanston, Illinois, Witty and Kopel (1936) concluded that adventure and detective stories ranked high in all grades. Both girls and boys in grades 5 - 7 ranked adventure first, followed by mystery. Almost all children read the local newspaper, with the primary interest limited to the comic section. Boys in the intermediate grades ranked news below sports and girls placed news second to comics.

In a twelve year study of children's reading interests, Norvell (1946) found that the most powerful single influence

in determining children's choices of reading materials in the high school is sex. Both sexes reacted favorable to adventure, humor, patriotic and animal stories, and mysteries. Boys favored strenuous adventure, wild animals, science and speeches, whereas girls preferred romantic love, sentiment and home and family life stories. He also discovered that 2/3 of the reading selections commonly used in the classroom were better liked by girls than by boys and recommended using only books that are popular with boys and girls.

Toothaker (1976) focused on ten general curiosities of children that could be satisfied through literature. Through these guidelines, he noted, a teacher, librarian or parent can work effectively through books to enhance the worth of each child. The ten general curiosities are: 1-about themselves, 2-about the natural world, 3-people and places, 4-machines and how they work, 5-facts and proofs of facts, 6-ideals by which men live, 7-creative experiences, 8-the world of make-believe, 9-getting along with society, and 10-the supernatural world.

Kimmel (1970), in her survey of , "The Reading Interests of Ninth Grade Boys Attending Logan Fontenelle Junior High School," identified the following data:

1-The average number of books read per month was two.
2-Magazines, newspapers, and fiction were the three most often read types of reading material.

3-Reading to relax accounted for about one-half of all reasons for reading any material.
4-The leading category for choosing books were in the area of mystery, animal stories, war, crime, and information.

Shores (1954) found adventure, mystery and science were top reading interests. Students in the seventh and eight grades were particularly interested in reading stories about teenagers and sports.

O'Bruba (1978) focused on the sufficient motivation provided by innovative teachers. If students are to be motivated to read they must be given reading assignments which are at their instructional reading level. Many adolescents are motivated to read if they are given time to read materials of their choice. Sometimes students are placed in a class environment where all reading materials are required during a limited period of time. There should be an occasional period of time devoted to uninterrupted sustained silent reading of materials which are freely chosen.

Sound research has shown that high interest materials are more fully comprehended than low interest materials. John T. Guthrie (1981) reported that fifth grade children comprehended passages more fully if they indicated a high interest in the topic than if they indicated a low interest in it. Guthrie measured children's interests with a technique in which children rated pictures on a scale from one to seven in terms of how much they liked it and would

like to find out more about it. The cloze technique was used to measure comprehension of the topics portrayed in the pictures. Scores on the cloze tasks were approximately 30% higher for high interest than low interest materials for both boys and girls and both black and white children.

High comprehension stems from intense attention to the content of the story. When interested, children will derive a large number of concept information and inferences from the written material.

Background knowledge plays an important part in high comprehension of material. They acquire background information by reading, listening, conversing, and watch television. This extended information base provides an advantage in comprehending passages on this particular topic (Guthrie, 1981).

Students with higher background information on those high-interest topics understood the passages more fully than students with less background. Guthrie's findings suggest that interests will trigger the thirst for knowledge which leads to a higher level of comprehension. Students who are interested in a particular topic are likely to have acquired information about it through a variety of in-school and out-of-school activities.

A conclusion can be drawn wherein high interest materials in a reading curriculum are advisable. They can be used by the teacher to achieve higher comprehension.

Children of a deprived socio-economic class were studied with regard to their interests to see if they differed from middleclass Caucasion children. Because disadvantaged children come to the basal reader with a language deficit and lack of background experience, Ford and Koplyay (1967) set out to prove if children are given learning materials in which they are interested, they will be motivated to learn to read more readily, will achieve greater success in classroom work, will retain their interest in school, and will eventually become successful and contributing members of the community.

In a study by Soares and Simpson (1967) 1653 students from a junior high school of a mixed socioeconomic environment, it was found that for the most part they liked narrative and animal stories with sports second for boys and teenage problems second for girls. It appeared that individual ability and maturity influenced reading preference. No other factors had any significant difference.

In their attempt to pinpoint children's interests, Ford and Koplyay (1967) found that there was a great deal of disagreement between what children were interested in and teachers' predictions of their area of interest.

Teachers did not really know what their students preferred, so they continued to give them the usual collections of children, animal stories, and fantasy.

The need for new materials to help teachers is great. Reading materials with a high level of interest can help to build favorable reading attitudes.

There is some discrepancy in what teachers think that children want to read about and what children themselves often choose. Eldon E. Ekwell (1973) has found that perhaps part of the problem has been that in giving children an opportunity to select reading materials on their own we have in reality influenced their decisions.

In a study done by Baker in 1968 which monitored the interests of students in grades three and four, the author's most significant finding was that an alarming disagreement existed between the preferences of the children and the predictions of their teachers.

Baker further states and also makes the suggestion that teachers make use of questionaires and informal interest surveys to determine the interests of their children. He feels that if teachers also encourage the children to freely discuss their interests that they will do so. He feels that if the teacher tries to lead the discussion and makes too many suggestions that the students will simply feed back the suggestions that they feel the teacher wants to hear.

Donald Pfau (1967) found that although there is obviously a syndrom of agents operative in causing many capable readers to appear disinterested in reading, much of

the problem can be traced to the fact that children encounter too many reading programs which are devoid of intrinsically rewarding reading experiences. Overly narrow reading programs often deprive children of the enriching activities and materials which could fail to differentiate between those experiences which build reading attitudes and habits.

One study, for example, by Margery Bernstein (1955) wherein sixth grade students' reading comprehension was measured after reading high-interest material and material that was not of high interest, to see if a relationsnip existed. It was found that after reading high-interest material, questions were answered in a fuller and more comprehensive manner. Students were more actively involved as they read high-interest stories.

Meisel and Glass (1970) attempted to discover if basal readers contain stories of interest to children. They found that the preferences expressed by the pupils did not match well with the interest areas in the basal texts. Only four out of the ten most popular areas were found to be in the basal.

Ruth Smith (1962) studied the books children selected from two libraries. After formulating categories of interest found in basal readers, she concluded that the school readers do not provide topics that satisfy children's reading interests.

An analysis of the findings of McKay (1971) showed intermediate students are interested in stories that deal with adventure, fantasy social studies/history, mystery, humor, animals, patriotism and fairy tales. Eight basal series were examined. They ranged from "completely represented", "adequately represented" and "slightly represented". Basal stories did not exclusively reflect the interest of the intermediate students.

Karlin (1975) suggests a variety of materials should be used to meet the interest needs of students. They should complement what the basal reader does not provide.

One of the major goals of a comprehensive reading program is the development of the attitude toward learning which will cause the student to be interested in reading intensively, extensively and critically throughout his lifetime (Austin, 1961). This interest is a strong motivational factor as well as being the desired result of a good reading program. The teacher must be aware of the ever changing interest patterns of the age level of her students and use the information to capitalize and strengthen the development of the skills needed to form permanent and wothwhile interests. The enthusiasm of the teacher towards the books available in the classroom and school library as well as her attitude toward the stories in the basal readers is important. However, if the basal readers do not meet the interest needs of her students, the

teacher must have an ever changing wealth of materials available for her students to persue their interests. The teacher must also be familiar with the children's literature and be able to use her knowledge to capitalize on current interests and to intensify desirable avenues of interest.

Guy Bond (1960) enforces the need for a recreational reading program to expand interests and improve tastes. Basal material should be recognized as primarily for use in developing skills and abilities.

An aspect of recreational reading discussed by Barbe (1963), is that teachers must help students select materials to read for pleasure. When material is of high interest to the child, he is able to read at a much higher level that he ordinarily would. Selecting their own materials encourages the development of permanent interest in reading.

Materials used in the schools for formal reading instruction reveal a great deal of uninteresting, outdated and often untrue to life materials that would disinterest most people, including the children in our schools. Moffet (1982)

Moffet continues to point out that carefully evaluated and selected stories, poems, and plays found in basal reading textbooks may be interesting, pertinent and useful

if they truly fit the children's needs and should not be abandoned.

Roy Newton (1960) noted that the long-term goals of all reading instruction are to create independent readers who are able to continue on their own after formal schooling has been completed. This reading must be of high enough quality, both in the nature of the material and the level of comprehension of it to be stimulating and rapid enough to be functional.

Jolly (1978), in her study of, "Adult Reading Plans: Enjoyment, Enrichment and Inquiry," designates that each of our reading plans or choice of books will be different and individually our own, just as each of us is completely unique as a person. There is an accidental and mysterious nature to reading that is not unlike natural selection. A mis-shelved book, for example, a biography found in the fiction section, can spark a new interest. A quote in one book can lead to a new author. As interests and problems change, reading plans change. Anyone can begin purposeful reading and form a loose plan for it by setting the very limited goal of providing himself/herself with plenty of reading material that is truly interesting to him/her. Many people find it interesting to pursue several subjects at once, selecting one or two novels, a hobby book, and something pertaining to another interest or problem. With such a start, reading will grow.

As emphasized by Arbuthnot and Sutherland (1977), books can add immeasurably to life's richness. Books can enhance our sense of significance when life is absorbing. When life is difficult, books can give a momentary relief from trouble, afford a new insight into our problems or the problems of others, or provide the rest and refreshment we need. Books have always been a source of information, comfort, and pleasure for people who know how to use them. This is as true for children as for adults.

Jacobs (1979/1980), focused on the importance of literature in children's lives. It is seldom just a coincidence that the young have a choice experience with a story or poem. A sensitive adult has probably been the intermediary between the child and the book. This adult is knowledgeable about the literature, about children's responses to stories and poems, and about the ways young children get the most from their literary experiences.

Research has been done in the area of comparing the reading materials that students freely choose with the types of stories currently found in the basal reading series. This research supports the theory that the types of stories found in the basal series do not concur with the topics children are especially interested in at the elementary level (Bouchard 1971, Martin 1972). An examination of basal readers in one study by Smith in 1972

showed that a narrower span of reading interests were represented than in the free choice materials.

In his study Paul Witty (1960) asked the students to select the areas of reading they liked best from fifteen different areas. Children in the first grade liked fairy tales best, while in the second grade detective stories and adventure stories were most preferred. In the remaining grades there was a difference in the interests of boys and girls. Boys preferred adventure, mystery and detective stories, while girls preferred fairy tales, short stories and adventure stories. Boys preferred science stories over girls in every grade from one to seven.

Witty has said that it is important to identify children's interests, the development of which gives direction and purpose to their activity and integrity to their experience. The utilization of interests, moreover, assures a condition in which learning may take place economically. Teachers who become aware of the interests of their students can provide opportunities for the directed resolution of these interests and can bring about an improvement in learning.

Paul Witty has stated that interest is a disposition of tendency which impels an individual to seek out particular goals for persistant attention. The goals may be objects, skills, knowledges and art activities of various kinds.

The teacher must use this disposition to fuel advantage for reaching forever higher achievement and a wider span of interests.

Esther Andersen (1948) conducted a study of the leisure-time activities of 686 pupils in grades seven and eight at the Eau Claire Junior High School in Wisconsin. When the combined rating of the boys and girls was considered, the highest ranking types of books were comic books, fiction, animal stories, biography, and western stories. The boys selected, in order, comic books, animal stories, fiction, western stories, mechanical books, and biography as their top choices. The girls showed preferences, in order, toward fiction, comic books, biography, animal stories, western stories, and music. It was indicated by the titles of magazines read by each student that the boys read more magazines than did the girls. It was also reported that the three parts of the newspaper which were read most frequently by the pupils were the comic strip, the general news, and the sports section.

Mary L. Smith and Isabel V. Eno (1957) conducted a survey of 510 students in Iowa in grades seven to twelve in order to determine what their reading interests were. The results indicated that junior high boys preferred mystery, sports, sports, science fiction, adventure, animal, and sea stories. The junior high girls preferred stories about

romance, mystery, careers, and comedy. The senior high boys were more inclined to read adventure first, followed by mystery, sea stories, comedy, historical books, and science fiction. The interests of senior high girls were similar to those of the junior high, except that the older girls were more interested in career and adventure stories.

In 1962, Jo M. Stanchfield interviewed 300 eighth grade boys in order to determine the reading interests of boys. She found that there were no significant differences in the interests of superior, average, and poor readers. The results did indicate that boys' favorite subjects were outdoor life, explorations and expeditions, sports and games, sea adventure, science fiction, mystery and detective, outer space, and humor. They least-favored poetry, plays, teenage romance, and family and home life.

Beryl Vaughnan (1963) selected a group of 134 eighth grade students from Tech Junior High School in Indianapolis, Indiana to participate in a study of their reading interests. It was found that there was a marked contrast in the general preferences of boys and girls. Boys showed a preference toward mystery and science, while girls showed interest in stories of home and school and romance. The study also indicated that both boys and girls preferred history and biography to many other interest choices, and both groups ranked poetry low. The comic magazine was ranked high on the greatest preference shown

by the low intelligence boys. Vaughan also found that the choices by the groups indicated that there was a wider divergence of interest factors present in the sex comparison than in the intelligence comparison.

Anthony Soares (1963) reported on a study concerned with the reading interests of junior high school students. He wanted to determine whether short stories rated high in interest by junior high school students contained elements which did not appeal equally to all students when grouped on the basis of intellectual ability, grade level, or sex. It was found that all groups in general preferred the narrative type of story with the theme of bravery and cowardice. The most popular story was realistic and contemporary, most often about animals, sports, and teen-age problems. The most interesting story stressed physical action. The high intelligent group preferred suspense and a little liking for non-fiction. The average group was the only one which showed a liking for fantasy. The low intelligent group indicated an interest for science stories. It was also found that in some respects the sexes were sharply defined. Both boys and girls enjoyed animal stories. However, the boys were more interested in sports stories and stories with suspense, physical action, and external conflict. The girls chose stories about teen-age problems and internal conflict. They also enjoyed more sentiment in their stories.

Ashley (1970) used 900 elementary school children in grades four through seven and asked for an indication of likes and dislikes on 40 topics that included general types and genres of literature (mysteries, non-fiction, ghost stories, science fiction) as well as specific series titles (Bobbsey Twins, Hardy Boys, Nancy Drew). Mysteries were most popular and peaked in preference among grade five girls. Next in order were the categories of adventure, ghost stories, comics, and science fiction. Ashley found that the preponderance of reading interest reached its height at the fifth grade, as did particular dislikes. Again, the boys indicated a dislike for love stories and stories written primarily for girls. On the other hand, the girls did not care for stories about war or pirates and checked that they disliked westerns. About 42 percent of the children replying checked that they dislike poetry, but the boys were markedly more negative toward poetry that were the girls.

Henry Goetze (1972) studied the reading interests of 450 junior high school students in a city school in the metropolitan Atlanta area. The results of the study indicated that the boys and slower students showed a preference toward sports stories, mystery-detective stories, and adventure stories as their first three choices. Girls were more inclined to read mystery-detective, romance, and humorous stories as their first

three choices. Western stories ranked the lowest by both girls and boys. Goetze also found that there is little difference in the time spent reading among the sixth, seventh, and eighth graders, although eighth graders were inclined to read more. The girls tend to read more than the boys, and the above average and average students more than the below average and average students. The average amount of time spent reading per student was about two hours each week for class assignments and a little more than three hours per week for personal enjoyment.

Barbara Schwartz (1972) conducted a study of 152 eighth grade boys and girls from Princeton, New Jersey in order to compare a traditional reading program to an individualized reading program in terms of numbers of books read by pupils in a given period, the types of books selected by the pupils, and readability levels of books selected. The results of this investigation indicated that the children in the individualized groups read an average of 6.3 books during the period studied. Students in the traditional reading program read an average of 4.1 books. Fiction was preferred by boys and girls in both groups, but the girls were more inclined to read it than boys. Boys and girls in both groups showed preference toward novels about personality development and human relations. Boys in the traditional reading group showed preferences for science

fiction and adventure, but boys in the individualized program preferred only adventure. Books classified as history, biography, and travel were more popular with boys in the individualized program than the traditional group. Boys in both groups also demonstrated a desire to read sports stories and biographies of athletes.

Florence Pieronek (1980) draws attention to the fact that basal readers are being written and revised on a continous basis. She challenges whether or not changes are being made. It is not evident that publishers have considered recent research done in the area of interest before revising their basal series.

Interest in reading must stem from the formative years. Reading programs must provide skills and habits that will be used and enjoyed in a personally rewarding manner. A teacher cannot teach children to be interested but can make the program so exciting as to lure them into books and view them as a tool for intelligent, pleasurable living. Getzels, (1956)

Rose Katz Ortiz (1983) says that interest is a state of mind and not necessarily a quality of the material. Students should approach selections attempting to achieve this state of mind by interaction with it. They have a certain responsibility to generate interest. However, because they are unaware of their ability to generate interest, they do not think of using it deliberatly when

reading. When teachers cannot be a source of entertainment and when materials are less than exciting, students must know how to bring a certain amount of interest to the material through exercises and instruction. In this way they could successfully meet new challenges with these newly developed resources.

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APPENDIX

Place a 1 in front of your favorite type of story to read.
Place a 2 in front of your second favorite type of story to read
Place a 3 in front of your third favorite type of story to read

NON FICTION

____ adventure
____ animal
____ autobiography
____ books on stories about other lands
____ careers
____ famous people (Biography)
____ science and nature
____ sports
____ friendship

FICTION

____ adventure
____ animal
____ fables
____ fairy tales
____ folk tales
____ family situations
____ historical
____ humorous
____ mystery - detective
____ mythology
____ plays
____ poetry
____ romantic
____ science fiction
____ sports
____ teenage situations

BEST COPY AVAILABLE

Adventure (fiction + non-fiction)	(86)	1st
Animals (fiction + non-fiction)	(47)	4th
Famous people (bio)	17	
Careers	2	
Science + Nature	(29)	6th
Sports (fiction + non-fiction)	(58)	3rd
friendship	21	
fables	3	
family situations	13	
historical	3	
humorous	14	
mystery-detective	(39)	5th
plays	6	
poetry	2	
romantic	25	
science fiction	7	
teenage situations -	(74)	2nd

Students - points given

BEST COPY AV.

Kids

Place a 1 in front of your favorite type of story to read.
Place a 2 in front of your second favorite type of story to read
Place a 3 in front of your third favorite type of story to read.

1st	2nd		3rd
24	24	**NON FICTION**	14
		___ adventure	
12	15	___ animal	
		___ autobiography	
		___ books on stories about other lands	
		___ careers	
8	3	___ famous people (Biography)	6
		___ science and nature	
		___ sports	
		___ friendship	
		FICTION	
16	9	___ adventure	2
		___ animal	
		___ fables	
		___ fairy tales	
		___ folk tales	
		___ family situations	
		___ historical	
		___ humorous	
		___ mystery - detective	
		___ mythology	
		___ plays	
		___ poetry	
		___ romantic	
		___ science fiction	
		___ sports	
		___ teenage situations	

BEST COPY AVAILABLE

1st place = 4 points
2nd " = 3 "
3rd " = 2 "

Place a 1 in front of your favorite type of story to read.
Place a 2 in front of your second favorite type of story to read.
Place a 3 in front of your third favorite type of story to read

BEST COPY AVAILABLE